SCHOOL PSYCHOLOGY
PROGRAM HANDBOOK
Doctoral Degree

2010–2011
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I. OVERVIEW OF THE DOCTORAL PROGRAM IN SCHOOL PSYCHOLOGY

The school psychology program at the University of Kentucky is designed to educate and prepare students to be professional psychologists with expertise in education in diverse educationally related settings. The sequence of coursework and experience is organized to provide knowledge in: (a) the core areas of psychology, education, and research methodology; (b) a professional psychology core; and (c) a special competency component. Through a systematic exposure to the research and theories of psychology and education, and the skills of the psychological service provider, each student will develop a personal integration of scientific and professional expertise and commitment.

School psychologists work in a variety of professional settings including preschools, elementary and secondary educational institutions, higher education institutions, medical settings, government agencies, and private and/or group practice(s). Within these organized settings, school psychologists may function as educators, administrators, researchers, consultants, growth facilitators, and/or remedial agents. The school psychologist is trained to combine the basic principles of psychology including human development, cognition and learning, social psychology, and research and theory, in order to enhance the intellectual, emotional, and social development of students in an educational setting. School psychologists accomplish these goals through the provision of direct assessment and intervention services, development of innovative programs, consultation with teachers, parents and administrators, and participation in preventive mental health programs and activities within the school and community. The school psychology program takes advantage of its location in the College of Education to foster integration between education and psychology in the training program.

Because of the diversity of demands placed on the practicing school psychologist, the training program provides in-depth coverage of psychological and educational issues including consideration of organizational and social aspects of schooling, consultation processes, and preventive mental health. Coverage of these topics along with the direct service skills in assessment and intervention, result in the school psychologist becoming a designer of optimal psycho-educational services. Practitioners will be able to draw on existing research and theory to design unique applications as they are needed for learning and adjustment by individuals in educational settings. In addition, practitioners will be capable of contributing to the research base from which they draw information.

Program Philosophy

Given the range of professional work settings and roles in which the school psychologist may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The philosophy of the program must help guide students in their development of expertise in the traditional domains of psychology, counseling, instructional strategies that address individual and larger social concerns, and methodologies to conduct research and evaluate outcomes and methods. The program has adopted the departmental Social Justice theme in its philosophy of training. The University of Kentucky School Psychology program infuses a Social Justice perspective in our training by examining and challenging institutions that perpetuate educational inequalities on the basis of disability, race, ethnicity, socioeconomic
status, sexual orientation, religion, language, gender or gender expression. We believe every individual is deserving of respect and entitlement to resources, both within the school and within the community. Our program strives to optimize personal development and achievement across individuals from all backgrounds. We therefore have a commitment to psychological practices that contribute to child, family, and community well-being by advocating for individuals who may not have access to mainstream resources. With the integration of diversity and social justice throughout the program, our sequence of courses designed for the UK School Psychology Training Program provides a foundation of basic knowledge and skills in psychology and education, and a liberal component of individually designed coursework that facilitates the development of a broad range of scientific, interpersonal, and leadership competencies and perspectives.

The scientist-practitioner and “whole child” concepts guide the program philosophy. The scientist-practitioner model is highly consistent with the conceptual framework adopted by the UK College of Education emphasizing the importance of reflective decision-making. The program fosters the conception of the school psychologist as a scientist-practitioner who is broadly capable of applying a range of psychological principles and techniques to school psychological problems in addition to furthering the profession by adding to the research base and participating in professional activities.

The “whole child” concept recognizes that no child exists in a vacuum. To understand a child’s reality, one must look at the ecological system in which the child exists, i.e., the school and home settings, peers, friends, socioeconomic and environmental characteristics, physical facilities, historical information about the child, and any other necessary information. For this reason, the school psychology program at UK also emphasizes an ecological perspective. The program also emphasizes cultural competence or culturally responsive psychological services. This perspective values culture in the provision of services to children, adolescents and their families from all segments of the community. Diversity is recognized at a wide variety of points of intervention, assessment, and consultation within the broad educational environment. It requires professionals to use self-assessment of their own cultural background and be aware of those influences in their practice. Further, it requires knowledge of and sensitivity to different cultural backgrounds when providing an array of psychological services.

The conceptual framework for professional education programs at the University of Kentucky is guided by the theme, Research and Reflection for Learning and Leading. This includes foci on Research (Use of research findings and generation of research to enhance student learning and development); Reflection (A dynamic process of reflective assessment on performance, outcomes, and approaches to solving educational problems); Learning (Conceptualizing learning as a wide range of perspectives including behavioral, constructivist, and social); and Leading (An obligation and privilege to provide leadership in educational policies and practices across levels and dimensions of universities, schools, and agencies.).

It is part of the philosophy of the program to encourage a close working relationship between program faculty and graduate students. The faculty-student ratio is maintained at approximately 1:10 across the Ed.S. and Ph.D. programs, which enables professors to provide sufficient
individualized contact time with each student. The independent research project (i.e., dissertation) provides for extended contact between a professor and a graduate student on a scholarly topic of mutual interest. Most core classes in the program e.g. Introduction to Psychological Services in the Schools (EDP 570), Diagnostic Classification in School Psychology (EDP 669), Psychoeducational Strategies of Intervention (EDP 670), Practicum in School Psychology (EDP 675), and Seminar in School Psychology (EDP 776) provide forums for faculty-student contact and dialogue in order that professional and personal interchange is facilitated and encouraged. Within this context, the professor can be a professional role model for the student, a mentor in professional and scholarly matters, and a supportive colleague.

It is recognized that graduate study leading to the Ph.D. degree requires dedication and sacrifice on the part of the student. The program faculty has designed the program with the highest professional standards and usefulness of experiences in mind. However, despite these efforts at building quality into the program, the student must be willing to apply the kind of effort necessary to benefit from the program. Annual reviews of each student’s performance will be conducted by the program faculty and discussed with individual students by their major professor/advisor. Although rarely necessary, conditions for continuation in the program may be the topic considered in the annual review.

This handbook outlines the expectations for the completion of the doctoral degree in School Psychology. This document therefore contains the description, requirements, procedures, and guidelines related to doctoral training in School Psychology. In addition to familiarizing oneself with the materials contained in this handbook, students are expected to understand the standards and policies set forth by the University of Kentucky Graduate School (http://www.gradschool.uky.edu/) and those posted on the School Psychology web site (http://education.uky.edu/EDP/content/school-psych-overview/). Additional information regarding the conceptual framework of School Psychology, goals of training, and departmental structure can also be found on the program website. This handbook will serve to help school psychology students stay on track while pursuing their graduate degrees.

II. GRADUATE ADVISEMENT

Once the student is admitted to the school psychology program, the Director of Graduate Studies (DGS) keeps track of the status of the student and all matters involving the graduate school. All communication with the Graduate School about programs, progress, and graduate study are addressed by the DGS. Students should not contact the Graduate School directly. The DGS clears all matters involving the Graduate School; therefore, when students need clarification about matters relevant to the Graduate School, they must contact the DGS and let him/her make the appropriate contact(s). Also, students obtain information about and applications to programs, application for graduation and qualifying examinations, and information about other elements of the program from the DGS. Students should become familiar with the office of the DGS and use it as an information resource as they plan and complete their doctoral requirements. It is therefore imperative that the major professor and the student submit information to the DGS at each step of the student’s program.
**Major Professor**
Upon acceptance into the program, a program faculty member serves as initial advisor to that student. This advisor serves as the student’s major professor. This decision is based primarily on mutual professional and research interests and the availability of the faculty member. For those students who have not yet chosen a major professor, the program director or an assigned faculty advisor may serve in that capacity for the first semester following the student’s admission. All students are expected to select or have assigned a major professor by the beginning of the second semester of the first year of doctoral study. The major professor, who must be a full member of the Graduate Faculty (or associate member of the Graduate Faculty in the case of a non-tenured professor in a co-chairperson situation), assists the student in planning course selections and in selecting members of the student’s advisory committee. The major professor serves as a professional and research mentor for the student and encourages the student toward a timely and meaningful completion of the program.

**Advisory Committee**
In addition to a major professor, each Ph.D. school psychology student is guided by an advisory committee throughout his or her graduate career. The purpose of the advisory committee is to give continuity of direction and counsel, and to provide role models and intellectual stimulation to the student from the beginning of the program through the completion of the doctoral degree. Official rules and regulations concerning the composition and function of a student’s advisory committee can be found in the Graduate School Bulletin. All students are responsible for reading and becoming thoroughly familiar with these regulations.

The advisory committee is comprised of a minimum of four members. The committee consists of the major professor who must be from the primary school psychology program faculty and who serves as Chair or Co-Chair; at least one other member from the primary school psychology program faculty; one faculty member from the Department of Educational, School, and Counseling Psychology at large and at least one faculty member from outside the department. All members of the core must be members of the Graduate Faculty of the University of Kentucky; at least three, including the Chair or a Co-Chair, must possess full Graduate Faculty status. The core of the advisory committee must be kept at its full complement throughout the graduate career of the individual student. Thus, in the event of a vacancy on the committee (resignation, faculty leave, or inability to serve), an appropriate replacement must be made prior to making any committee decision(s), (e.g., qualifying examination, proposal and internship approval, and the final dissertation defense examination). Further, the student may reconstitute the committee for the dissertation based on the nature of the research as long as the composition still meets the above guidelines.

While the student may have a number of informal meetings with various members of the advisory committee during completion of coursework; the dissertation proposal, data collection and analysis; and the final writing of the dissertation, all four members of the advisory committee must be present at all official meetings of the advisory committee (e.g. approval of the plan of study, oral qualifying examination, dissertation proposal, dissertation defense). The student’s first committee meeting should occur by the end of the student’s first year in the doctoral program and typically is focused on approving the student’s program plan of study (all of the
courses the student has taken and plans to take to fulfill the requirements for the Ph.D. degree; for additional information see program website). The program of study must be typed neatly and approved by the student’s committee chairperson/major professor before the student’s first committee meeting. The student is responsible for Xeroxing copies of the program of study and disseminating them to committee members at the first committee meeting. A copy of the program of study must be given to the DGS assistant, 245 Dickey Hall, after the first committee meeting (and after changes if the committee requests changes).

Before a student is permitted to begin formal dissertation research, a proposal must be presented to and approved by the advisory committee. At the final examination, the school psychology doctoral candidate presents a dissertation in a dialogue with the advisory committee and a representative from the Graduate School. This meeting is open to other members of the school psychology community. The final examination usually is focused upon the dissertation, but the dialogue may include other domains.

III. DOCTORAL DEGREE REQUIREMENTS

The program of study for the Ph.D. degree in school psychology has four objectives: (a) to meet the criteria for school psychology training developed by the American Psychological Association and the National Association of School Psychologists; (b) to offer a varied curriculum that enables the student to develop multiple skills; (c) to explore individual interests while focusing on a selected area of expertise; and (d) to permit graduates to qualify for certification and licensure in Kentucky and many other states in the specialty area of school psychology.

Although specific numbers of credit hours required for program completion are determined by the student’s doctoral advisory committee, the UK School Psychology Ph.D. program typically requires a minimum of 96 graduate semester hours beyond the Bachelor’s degree, exclusive of credit earned for internship and dissertation research. Students are expected to spend four full years in academic study to complete their required coursework, qualifying examination, and work on their dissertation, followed by a one-year full-time internship supervised by a licensed school psychologist. No more than one-fourth (25%) of a student’s coursework may be in courses which are not exclusively for graduate students (i.e., 500-level courses or lower). Because of the number of credit hours and the intense quality of much of the coursework, students should not expect to finish the program in a timely manner on a part-time basis. Therefore, students are expected to be in full-time study (at least 9 credit hours, but no more than 12 credit hours per semester) for most of the time they are in the program.

It is expected that some students will enter the program with a certain number of course requirements completed previously during master’s degree study. Each student will negotiate a contract with his/her advisory committee and the DGS to apply up to 36 hours of prior study towards the doctoral degree and, consequently, to waive those courses in the present required certification program that duplicate work completed previously. However, petition must be made to the school psychology program faculty to waive coursework in the professional core areas if that work was not completed in the UK School Psychology Program. In situations in which students have taken courses more than five years prior to admission, the program faculty
may request that these areas be repeated. For certain courses, e.g., statistics, the student may be required to pass an examination assessing the required coursework before proceeding to the next advanced level of study. In other skill-related courses such as assessment, counseling, and consultation courses, the student is required to demonstrate competency in those skill areas under the direct supervision of the school psychology faculty.

The coursework in the Ph.D. program is divided across five major core areas:

**Area A: Psychological Foundations** (18 semester hours). Students must select one course from each of the following areas and must successfully complete each course:

- **Human Development (3 hrs)**
  - EDP 600 Human Development
  - EDP 601 Human Social Development
  - EDP 603 Human Cognitive Development
  - EDP 604 Lifespan Gender Development

- **Human Learning (3 hrs)**
  - EDP 610 Theories of Learning
  - EDP 611 Human Cognitive Learning
  - EDP 614 Motivation

- **Personality/Social Psychology (3 hrs)**
  - EDP 613 Social Psychological Aspects of Education

- **Psychopathology/Diagnosis (3 hrs)**
  - EDP 669 Diagnostic Classification in School Psychology
  - Transfer course (with approval from faculty)

- **Multicultural Psychology (3 hrs)**
  - EDP 616 Multicultural Psychology
  - PSY 779 Topical Seminar in Social Psychology: Prejudice & Stereotyping

- **History & Systems of Psychology (3 hrs)**
  - EDP 615 Seminar: History & Systems of Psychology
  - PSY 500 History & Systems of Psychology
  - PSY 620 Proseminar in Systems of Psychology

**Area B: Research, Evaluation, and Statistics** (18 semester hours)

- EDP 557 Educational Statistics
- EDP 570 Gathering, Analyzing, and Using Educational Data
- EDP 660 Research Design & Analysis
- EDP 656 Methodology in Educational Research
- EDP 707 Multivariate Analysis
- Approved Electives (available across multiple disciplines)
- EDP 782 Independent Study (3-6 hrs)

**Area C: Professional School Psychology Core** (53 semester hours). Students must successfully complete a total of 53 credit hours across the following 5 areas:

*Professional Identity* (5 hrs)
- EDP 570 Introduction to Psychological Services in the Schools
- EDP 776 Contemporary Issues in School Psychology (3rd year seminar)

*Diagnosis & Assessment* (12 hrs)
- EDP 669 Diagnostic Classification in School Psychology
- EDP 640 Individual Assessment of Cognitive Functioning
- EDP 642 Individual Assessment of Personality Functioning
- EDP 776 Educational Assessment

*Intervention* (15 hrs)
- EDP 670 Psychoeducational Strategies of Intervention
- EDP 671 Psychoeducational Consultation
- EDP 605 Intro. to Counseling: Tech I
- EDS 601 Behavior Management of Except. Child
- EDP 661 Tech. of Counseling II
- EDP 649 Group Counseling
- EDP 680 Parent & Child Counseling

**Area D: Minor Studies Core** (15 Credit Hours)

*Educational Foundations* (9 hrs)
- EDC 641 Research in Reading
- EDC 619 Assessment of Reading
- EDC 732 Principles of Curriculum Construction
- EDS 600 Survey of Special Education
- EDS 611 Remediation of Learning Disabilities
- EDC 550 Education in a Culturally Diverse Society
- EPE 665 Education and Culture
- EDS 522 Children and Families
- Approved Course Equivalents

*Study Areas* (6 hrs)
- Early Childhood (EDS 510, 620, 621; FAM 557)
- Gifted Education (EDP 580, 612, 676; EDC 602)
- Special Education (EDS 611, 616, 630, 631, 647, 710, 711, 712)
- Family Therapy (FAM 657, 685, 689)
- Developmental Disabilities Certificate (11 hours; HDI 602; 603; 604; 605)
Area E: Supervised Experience

Supervised Experience Component (18 hrs)
- EDP 675 Practicum in School Psychology (12 hrs)
- EDP 708 Internship in School Psychology (6 hrs)

Practica
Students in the doctoral program in school psychology must complete a minimum of four semesters of EDP 675, Practicum in School Psychology, plus other organized supervised experience connected with specific courses. Typically, the student will complete six credit hours of practicum at the initial level and six hours at the advanced levels. Students admitted into the doctoral program with advanced graduate standing will have previous practicum experiences evaluated for applicability towards their degree requirements. The practica have been designed to give students practical experience with assessment instruments, intervention, consultation services, and other aspects of school psychology practice including further exposure to the infrastructure of the school system and its political climate. In addition, these experiences emphasize recognizing and dealing with individual differences with respect to culture, gender, and other factors, as well as disabling conditions.

Initial Practicum Requirements for the completion of EDP 675 include a minimum of eight hours per week of direct service (the time is typically divided between a school-based placement and the School Psychology Clinic on the UK campus) over the course of the second year, plus attendance at a bi-weekly supervisory seminar conducted by a member of the program faculty on campus. Students also receive individual supervision from their field supervisor, typically two hours per week, and the University practicum supervisor provides individual supervision on request.

Advanced Practicum During the third year, students may continue working in the school and UK clinic settings or they may opt to work in other settings (e.g., medical center, early childhood, special school settings, etc.) settings approved by the University practicum instructor. The purpose of the advanced practicum is to allow the student more specialized training or to allow for more advanced development in specific areas. Additionally, doctoral students will gain experience in supervision by assisting faculty with providing supervision of students in the initial practicum. All students in advanced practicum will provide at 75 hours of direct supervision to initial practicum students over the course of the year. The advanced practicum also requires a minimum of eight hours of field-based practicum per week. Supervision for the advanced practicum students is provided by program faculty and field supervisors.

Other Practicum Experiences The practicum experiences often occur either concurrently with or, preferably, following completion of required coursework and supervised experience in assessment, intervention, and consultation strategies relevant to the practice of school psychology. Practicum students typically register for EDP 675, Practicum in School Psychology, for three credits during each semester of practicum. In addition, students in practicum have received supervised field experience as part of six required courses: EDP 605, Introduction to Counseling: Techniques I; EDP 640, Individual Assessment of Cognitive Functioning; EDP 642,
Individual Assessment of Personality Functioning; EDP 670, Psychoeducational Strategies of Intervention; EDP 671, Seminar in Psychoeducational Consultation in Schools and EDP 776, Educational Assessment. Thus, with eight hours per week of service at the practicum sites for 60 weeks (i.e., four 15-week semesters) and the field experiences from the required classes, students receive 670 hours of on-site activities and 330 hours of class and individual supervision for a total of 1000 clock hours of practicum/supervised experience prior to internship (see chart below).

**Approximate Hours Required of Students in Practicum Training**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours Direct Service</th>
<th>Hours Supervision</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 605</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>EDP 776</td>
<td>30</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td>EDP 640</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>EDP 642</td>
<td>20</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>EDP 670</td>
<td>30</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>EDP 671</td>
<td>30</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>EDP 675</td>
<td>480</td>
<td>200</td>
<td>680</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>670</strong></td>
<td><strong>330</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

The close working relationship between program faculty and students in field practica is maintained primarily through the weekly supervision seminar, where students are responsible for: presenting cases and recent journal articles relevant to topics germane to school psychology; describing daily functioning through maintenance of a log; and raising issues of appropriate professional practice as well as questions related to legal and ethical issues, conflicts with field supervisors or other district personnel, etc. In addition, school administrators and a representative sample of professional staff who have had contact with the student may contribute to the evaluation of the student’s performance through formal and informal contact with the university supervisor.

Evaluation of students in practicum is accomplished through a combination of supervisory reports, student reaction papers, seminar performance, and observation during site visitation. Each practicum student must submit a statement of specific goals and objectives at the beginning of each semester, then maintain and periodically submit for review a daily log and, finally, submit a self-evaluation report describing his/her personal view of the goals he/she has accomplished. In addition, each field supervisor submits a final evaluation report for each practicum student, evaluating the student’s progress toward meeting his/her goals (available on the School Psychology program website).

The practicum settings in which students are placed are selected because of the availability of direct supervision by a licensed psychologist and/or certified school psychologist. In addition, practicum settings are selected on the basis of evidence that the school/agency and field supervisor will include the following as practicum goals:
a) knowledge of and commitment to high standards of professional and social responsibility as evidenced by adoption of the APA and NASP Codes of Ethics;

b) evidence of good professional practice in the use of sound and current assessment, intervention, and consultation skills as well as a willingness to explore better methods of practice and new psychological knowledge; and

c) development of positive working relationships with all facets of the school community as well as the larger professional community.

Practicum students are placed only with field supervisors who have been employed in their current positions at least two years, have appropriate licensure or certification for their positions, and who are active members of state and national school psychology organizations.

**Internship**

A pre-doctoral internship equivalent in length to full-time work for either one school- or one calendar-year, totaling at least 1500 hours, is required after the completion of all coursework and passage of the Qualifying Exam. Internships acceptable for meeting this requirement require doctoral level licensed supervision. The field supervisor should be responsible for no more than two interns at any given time. The internship must be completed in no longer than a 24-month period. Pre-doctoral internships shall be either: (a) a full-year, school-based internship; (b) a full-year internship in a consortium arrangement in which at least half is in a school setting; (c) a half-time internship in a school setting for one year, consecutively followed by a full-time internship in a non-school setting – in this case, the student’s internship requirements will be considered complete at the conclusion of the first half of the second internship year; or (d) a half-time internship in a school setting with certified (but not licensed) supervision for one year, consecutively followed by a full-time internship in a non-school setting. The intent of these various options is to insure that students meet both certification and licensure requirements.

Students are strongly encouraged to apply for internships in settings approved by the American Psychological Association or those settings participating in the Association of Psychology Postdoctoral and Internship Centers. Students are also encouraged to complete internships of 2000 hours. It is likely that most internships will not be completed in the Lexington area.

The internship must be a planned and organized sequence of training and not just the performance of routine and repetitive functions devoid of individual benefit or professional development. The doctoral student on internship in school psychology will also have a university-based supervisor who will be responsible for maintaining contact with and receiving feedback from the field supervisor (available on the School Psychology program website), conducting regular on-campus supervisory sessions, and issuing a grade for the internship experience.

**IV. PROGRESS TOWARD DEGREE**

The School Psychology Area Committee reviews the progress of each student once each year (see program website for evaluation form). This review incorporates information from graduate
instructors, research mentors, and practicum or internship supervisors for the purpose of making judgments about each student’s professional development. At the recommendation of the student’s major professor, a student may be reviewed for discontinuance in the program at any time. One or more of the following may prompt such review:

a) more than one “I” (incomplete) grade per semester for the most recent year of study and/or an “I” grade beyond one year
b) a failure in any course taken for graduate credit
c) serious ethical violations, unprofessional conduct, or academic fraud
d) conviction of a felony
e) serious failure to progress in coursework, to the extent that a majority of the school psychology faculty questions the student’s potential for completion of the program and maintaining the standards of performance of the profession.

Such reviews are handled with regard to due process and the student’s rights to confidentiality. The following outlines the University “Appeals” process.

**Appeals**
The following steps constitute "due process" in the event that a student appeals a decision by the faculty. First, the decision will be issued in written form to the educational psychology program Chair. Second, the student’s understanding of the decision must be checked with the educational psychology program Chair and must be noted in writing, signed by both parties present, and with each receiving a copy of such notation. Third, should the decision of the appeal not meet with the approval of all those involved, further appeals following the procedures already outlined, may be submitted to the following, listed in order: (a) the educational psychology area committee, as a whole, (b) the department Chair, (c) the faculty of the department, as a whole, acting as an appeals board, (e) the University of Kentucky Academic Ombud ([http://www.uky.edu/Ombud/](http://www.uky.edu/Ombud/)). In all such cases, written notification by the student of intent to appeal further must be provided to all those so far involved in the appeal process. If the above outlined steps are not followed, the appeal may legitimately not be considered further.

**Suggested Timeline for Doctoral Degree Program**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year (36 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDP 570 Intro to School Psych</td>
<td>EDP 642 Personality Assessment</td>
<td>EDS 601 Applied Beh. Analysis</td>
</tr>
<tr>
<td>EDP 640 Cognitive Assessment</td>
<td>EDP 776 Psychoeduc Assess</td>
<td>EDP 613/PSY Social Psy Elective</td>
</tr>
<tr>
<td>EDP 669 Diagnostic Classif. in S.P.</td>
<td>EDP 660 Research Design/Analysis</td>
<td>EDP 605 Intro to Counseling</td>
</tr>
<tr>
<td>EDP 557 Statistics</td>
<td>Learning or Human Devt. Elective</td>
<td>EDP 670 Psychoed Interventions</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Second Year (30 credit hours)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDP 671 Consultation</td>
<td>EPE 782 Independent Project</td>
<td>EDC Elective</td>
</tr>
<tr>
<td>EDP 616 Multicultural Psych</td>
<td>EDP Elective in Counseling</td>
<td>EDP 782 Independent Study</td>
</tr>
</tbody>
</table>
EDP 675 Practicum       EDP/PSY Elective in Assess/Interv.  EDP/PSY Human Devel Elective
EDP 656 Methods of Ed. Research     EDP 675 Practicum

Third Year (36 credit hours)
PSY 710 Top. Sem. Neuropsych.       Elective Ed Foundations/Specialty       Elect in Minor Specialty Core
Elective in Research & Stat.       EDP 675 Practicum
EDP 675 Practicum
EDP 776 Legal/Ethical Sem.

Fourth/Fifth Years (6-18 credit hours)
Qualifying Exam. (1st six wks.)       Dissertation Completed
EDP 769 Residence Credit (9 hrs)      EDP 769 Residence Credit (9 credit hrs)

Fifth/Sixth Years (6-18 credit hours)
EDP 708 Internship

Third Year Professional Seminar
All doctoral students will participate in a year long, one hour seminar during the 3rd year of their program. This seminar will be team taught by the core School Psychology faculty with each of the four core faculty meeting with the seminar for half of the semester. Students will register for one hour of credit and the seminar will meet weekly for two hours. The purpose of the seminar is to all more in-depth study and discussion of contemporary issues in the field. The focus of the discussions will be determined jointly by faculty and students. Topics and readings may include supervision, trends in research, and specialty interests of the faculty.

Research
Each student is encouraged to develop a research-mentor relationship with a member of the program faculty throughout the training program. Typically, the major professor becomes the primary research mentor. The faculty-mentor may be changed during the program of studies, as student interests change and as faculty return from or depart for sabbatical or other leaves. This student-faculty relationship is intended to promote independent research, cooperative research projects, dissertation pilot studies, the proposal, and the dissertation. All students are required to register for at least one semester of EDP 782 early in their program the program and begin work on their research program.

Pre-dissertation Research Requirement: Prior to submission of their doctoral research, all students will be involved in the completion of one empirically-based research study. This may be on an independent basis with faculty supervision or in conjunction with a faculty member. The purpose of this requirement is to have the student be involved fully in a research project from beginning to completion. It is expected that the student will be involved in all aspects of the project including literature review, formulation of research questions and hypotheses, development and implementation of methodology, data analysis, and writing. This requirement will be met with the completion of a “journal
style” manuscript. When appropriate, it is expected that these projects will be submitted for publication and/or presentation. This research project may be used to meet some of the departmental research requirements. Students who have completed a thesis or research project as part of prior graduate work may request that this prior work be evaluated for meeting the pre-dissertation research requirement.

**Preliminary Exams and Requirements**

Students in the School Psychology Program have two requirements preliminary to their Qualifying Examination. The requirements are the EDP Departmental Research Requirement and the School Psychology Preliminary Examination.

*Departmental Research Requirement: Research Competency Portfolio* Students entering the Ph.D. program in the Department of Educational and Counseling Psychology are required to demonstrate research competency through submission of a portfolio of research activities (further description available on the School Psychology program website) before being permitted to proceed to their qualifying examination.

*School Psychology Preliminary Examination* The school psychology faculty supervises the examination process. The preliminary examination is a written examination covering knowledge of substantive issues in the core areas of psychoeducational assessment; direct and indirect interventions; professional roles and identity; and legal and ethical issues. The examination consists of responding to two of four questions that typically will require knowledge across the core areas. The examination in the core areas is prepared and graded by the school psychology program faculty. The preliminary examination is typically taken after students have completed the professional school psychology courses. The examination will be offered once a semester, although it is typically offered at the beginning of the third year (Fall semester).

The specific questions comprising the written portion of the preliminary examination for school psychology will vary for each administration. Information contained in the texts and other resources utilized in the coursework of the UK program will be considered fair domain for the preliminary examination for school psychology. Additionally, the student should review the articles found in the major journals related to the field of school psychology (e.g., *School Psychology Quarterly, School Psychology Review, Journal of School Psychology, Psychology in the Schools*) within a five year span prior to taking the exam (e.g., if the exam is administered in 2010, students would be expected to review articles from 2004-2009). Articles from other relevant journals in general psychology may be utilized as well (*American Psychologist, Psychological Assessment*, etc.). The purpose of this exercise is for the student to familiarize him-or herself with the major current themes and trends occurring in the field that can be reflected in his or her responses throughout the examination process—thus, think quality of articles, not quantity. The student will be permitted to bring whatever printed and electronic resources he or she deems necessary to assist him or her through the written portion of the preliminary examination for school psychology.
All primary faculty in school psychology will read and independently grade all of the written examination papers. They will furnish the director of the school psychology program with determinations of the student’s performance using a grade sheet provided with the exam materials (see Forms under program website). The director of the school psychology program is responsible for the preparation and administration of the preliminary examination for school psychology. The program director is also responsible for distributing the student’s completed exam to faculty for grading, collecting the grading sheets from the faculty, and communicating the results to the student’s advisory committee chair. Results will be communicated to the students within five weeks of taking the preliminary examination. If a student does not pass the initial preliminary examination, one opportunity to retake the exam will be available to the student. Passing the preliminary examination requires a “satisfactory” consensus score across faculty members. If a student fails the preliminary examination, feedback on deficiencies will be provided along with recommendations for remediation. Procedures for conducting and evaluating the school psychology preliminary examination are available on the School Psychology program website.

Qualifying Examination in School Psychology
The qualifying examination must be completed satisfactorily by the beginning of the fifth year of program coursework for students entering without a master’s degree. Students who have the master’s degree may be expected to take the exam sooner, depending upon the recommendation of their advisory committee. Departmental policies discourage examinations during the summer months. As described earlier, all doctoral students in the department must pass the research preliminary examination. School psychology students also have a preliminary examination on professional school psychology issues that must be successfully completed prior to the qualifying examination.

After completing the preliminary examinations, the student will be eligible for the qualifying examination at a time consistent with graduate school requirements. The purpose of the qualifying examination is for the student to demonstrate advanced knowledge in an area of research. In consultation with their advisory committee, the student will identify an area for examination. Typically, this topic area will be related to the student’s research interests. The student will complete a comprehensive critical review paper on the topic. The review should include a discussion of theoretical issues related to the topic as well as a review of empirical studies. The paper should summarize major themes and findings in the area and include a discussion of needed areas for further investigation.

The optimal time for completing the qualifying examination is during the first six weeks of the semester; in this way, the semester will count as a post-qualifying residence semester. The qualifying examination (both written and oral) will be limited to six weeks. The Advisory Committee will agree on the topic of the review paper and the student will be given no more than six (6) weeks to complete them. The student will have an oral examination focusing on their review paper and be expected to discuss relevant research and professional issues related to the topic. The student must submit
their review paper to their advisory committee two weeks prior to the formal oral examination. The student’s advisory committee via vote will determine if the student has successfully passed the qualifying examination.

Students must register and pay for two terms of at least nine hours of residency after their qualifying examination. After that, the DGS will automatically register the student for EDP 769 for zero credit. If the student has a loan, he/she must tell the DGS to register him/her for EDP 749 after he/she has paid for two terms of residency. If the student fails to do this, he/she may have to begin repaying the loan. By having the DGS register the student for EDP 749, the student may have up to six terms before beginning to repay the loan.

The Graduate School requires that students complete the qualifying exam during the first six weeks of a semester if students want that semester to count as one of their post-qualifying residency terms. In such cases, the student must register for at least nine hours of credit, at least six hours of which must be EDP 769. They may register for additional hours beyond the required six hours of EDP 769 for a course that is not part of their program of study or internship. However, they must register and pay for at least nine hours of credits. If students do not take the qualifying examination within the first six weeks of the semester, they may not register for EDP 769 for that semester. They will need to register for something else in order to be considered actively enrolled but it could be as little as one hour.

A request to sit for the qualifying examination must be in the Graduate School two weeks before the date of the examination. This form is available from 245 Dickey Hall and must be typed to go the Graduate School. A copy will be placed in the student’s permanent file.

Admission to the school psychology portion of the qualifying examination is contingent on the following criteria:

- The student must have taken and passed the Department’s Preliminary Requirement on Research Methodology.
- The student must have taken and passed the program’s Preliminary Examination in School Psychology.
- The student must submit a portfolio meeting the guidelines described on the program website that has been rated as “acceptable” or better by the faculty.
- The student must have taken the Praxis examination in school psychology and received a score sufficient to meet eligibility for Nationally Certified School Psychologist status.
- The student has met all requirements of the U.K. Graduate School and satisfactorily completed all required coursework (except for internship and dissertation credits) contained in their approved plan of study.

Dissertation Proposal
Unless otherwise exempted by the advisory committee due to special circumstances, **the doctoral candidate must present a satisfactory dissertation proposal to the advisory committee prior to beginning the internship experience.** Guidelines for planning and submitting the dissertation proposal and for writing the dissertation are available from the student’s major professor. A copy of the “Instructions for the Preparation of the Thesis and the Dissertation” is sent to the doctoral candidate who has successfully completed the qualifying examination. A copy of this document may be obtained from the Graduate School in the Patterson Office Tower.

**Dissertation Defense**

Certain steps must be followed in preparing to defend the dissertation. Guidelines are provided on the School Psychology program website.

**Time Limit for Completion of Ph.D. Degree**

In April of 1992, the Graduate Faculty and the University of Kentucky Senate approved the following policy for the time limit for completion of the doctoral degree:

“All degree requirements for the doctorate must be completed within **five years** following the semester in which the candidate successfully completes the qualifying examinations. In the event that all degree requirements are not met during the five-year period, degree candidates who provide evidence of the likelihood of completing the degree during an extension of time may be granted such an extension by the Graduate Council. Requests will be considered only upon written recommendation of the appropriate Director of Graduate Studies after the candidate has again successfully completed the qualifying examination process as currently administered by the program. (Note: Failure to pass the re-examination indicates the termination of degree candidacy. A second re-examination is not permitted). An extension for no more than five years may be granted. After a total of ten years from the first successful qualifying examination, students will no longer be considered degree candidates and no further extensions will be considered.”

V. **ADDITIONAL INFORMATION**

**Financial Assistance**

*Fellowships*  A limited number of University non-service fellowships are awarded each year on the basis of the applicant’s qualifications and characteristics. These non-service fellowships include funds designated for the purpose of recruiting minority students. In addition, funds are awarded to each department on a competitive basis to students with high academic promise or as a waiver of the out-of-state portion tuition. Information about fellowships may be obtained from the department’s Director of Graduate Studies (DGS). Generally all applications for fellowships must reach The Graduate School before February 1. A limited number of summer stipends also are available.
**Assistantships**
The Department has a number of teaching and research assistantships available each year for qualified students. More information is available about assistantships from the Director of Graduate Studies, Department of Educational and Counseling Psychology. Students also are encouraged to keep their advisor aware of their need for assistantships. Grants for research and training projects are received from time-to-time, which seek students as research assistants, and the faculty advisor may be aware of these positions. Frequently, all graduate students who wish to receive an assistantship can be supported in this manner. Students who accept full-time assistantships may be limited to nine credit hours of coursework per semester.

**Program Communications**
Our departmental web page ([http://education.uky.edu/EDP/content/school-psych-overview](http://education.uky.edu/EDP/content/school-psych-overview)) contains useful information about the program, the Department, and the University of Kentucky. Students should refer to the site as a first stop for information and program resources. All School Psychology graduate students are assigned mail boxes in room 236 Dickey Hall. Memoranda, circulars, and announcements are periodically placed in these mail boxes and/or sent electronically. Students should check their campus mailbox and campus email addresses regularly for important communications. All students are responsible for signing up to obtain departmental communications (i.e., listservs). Students should read and respond to all professional communications and requests promptly.

**Registration and Deadlines**
Each semester, specific deadlines for filing appropriate forms with the Graduate School are published in the Schedule of Classes under the heading "Academic Calendar." Students are responsible for checking these deadlines carefully, as many occur quite early in the semester. All students currently enrolled who plan to continue their enrollment at UK the following semester are required to preregister. Newly admitted students (including students who have been on leave) may preregister if admitted before the following (approximate) dates each semester: Spring – November 1, Summer – April 1, and Fall – July 15. Registration takes place online via [http://myuk.uky.edu](http://myuk.uky.edu). Students do not need a permit from the department or their Advisory Committee to register. Additional information is available from the Office of the Registrar ([http://www.uky.edu/Registrar/](http://www.uky.edu/Registrar/)).

**Writing Style Guidelines**
All work completed for School Psychology classes, unless otherwise specified, should conform to the writing guidelines of the American Psychology Association, 6th edition (APA, 2009). Likewise, all projects, papers, theses, and dissertations completed in fulfillment of degree requirements in the department should follow APA style and should be prepared according to University of Kentucky Graduate School guidelines EPAC Handbook – March 9, 2009 17 ([http://www.research.uky.edu/gs/thesdissprep.html](http://www.research.uky.edu/gs/thesdissprep.html)). School psychology graduate students are strongly encouraged to purchase the *Publication Manual of the American Psychological Association, Sixth Edition* (2009) during their first semester of study to assist them with their writing throughout their course of study.
Scholarly Community and Professional Decorum
The School Psychology faculty recognizes the importance of formal and informal socialization opportunities for graduate students. Opportunities are available both inside and outside of the department for students to become acquainted with one another and with the faculty, and for the more advanced students to provide guidance and support to those students who are in the initial stages of the program. Advanced students, with the support and encouragement of the faculty, will organize informal gatherings to welcome incoming PhD students and orient them to the nature and expectations of the program.

A graduate student lounge, 236 Dickey Hall, has been set aside for the use of departmental graduate students. The lounge has a small seating area and houses graduate student mailboxes. Announcements of interest to students are posted in the lounge, and students may use the facility for casual gathering and reading. The Graduate Student Lounge is intended to be a focal point for the exchange of research, professional, and social interests, which are important components of the educational program in the Department.

Additional avenues by which professors and students in the educational psychology program have the opportunity to exchange ideas include formal meetings such as students’ defenses, departmental and/or program colloquia, research teams, and individual or small-group meetings. Students are strongly encouraged to avail themselves of these opportunities to maximize their growth and to be good citizens of our professional community.

Research With Human Subjects
All graduate students who will be working with human subjects data are required to pass a short-course on the legal responsibilities of researchers before being allowed to proceed with a study. This course is available online through the Office of Institutional Research (http://www.research.uky.edu/ori/). Any student conducting research directly or indirectly with human subjects must first have the study approved by the University of Kentucky Institutional Review Board (IRB). Students should check with the Office of Research Integrity and their major professor for details about the IRB submission. Students should plan ahead for possible IRB delays, which can sometimes take several months.

Career Guidance
Doctoral students may start a placement folder at the UK Placement and Career Resources Center, which is located on the 2nd floor of the Mathews Building. This Center is an excellent resource for gathering information relative to questions students may have regarding career counseling, resume writing, and skills in interviewing. The Center can offer students a professional recommendation and transcript (credentials) file that students can send to prospective employers. This file may contain a placement form and up to four letters of recommendation.

Libraries and Computing
The three main libraries on campus in which EDP graduate students will be most interested are the Education Library, the Medical Library, and W.T. Young Library, which is the main campus
library. The Education Library is located in Dickey Hall, 2nd floor. Psychological and educational abstracts are in the EPAC Handbook – March 9, 2009 18–housed here, as well as the major journals in education and in counseling psychology (as opposed to other branches of psychology, which will not be found here). There are several copying machines available. Students are encouraged to make an appointment with one of the librarians for an orientation to the Education Library and its many services. W. T. Young Library, located on the main campus, houses the greatest number of journals and books in the field of psychology. The Medical Library, located in the Medical Center, contains medical, psychiatric, and physiological journals.

The Instructional Technology Center (ITC; http://www.coe.uky.edu/ITC/) provides services to support the use of media and technology in instructional, research, and service programs of the College of Education. The ITC has a large collection of hardware and software that may be checked out for use on various computers. The services of the ITC are available to students by request, and can be found in Room 151 of Taylor Education Building. Educational psychology students have access to two computer labs in the basement of Dickey Hall. Two other labs are located in the Taylor Education Building.